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ABSTRACT

This booklet on teaching composition to gifted students in kindergarten through grade 12 begins by defining the term, "gifted student," and stressing the importance of a good writing curriculum to those students. It then discusses (1) guidelines for creating a writing program for gifted students; (2) Benjamin Bloom's taxonomy applied to the writing process; (3) assessing growth in the gifted student's writing; (4) purposes for writing expressive, referential, literary, and persuasive forms; and (5) essay writing for gifted and talented students. An annotated bibliography lists extensive resources for teachers of gifted students. (AEA)

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A GUIDE TO HELPING

THE GIFTED STUDENT WRITE

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Table of Contents

I. Definition of the Gifted Student 2

II. Writing and the Gifted 5

III. Guidelines For Creating A Writing Program for Gifted Students. 7

IV. Bloom's Taxonomy Applied to the Writing Process 10

V. Assessing Growth in the Gifted Student's Writing. 19

VI. Purposes for Writing 21

VII. Essay Writing for Gifted and Talented Students . . . 23

VIII. Bibliographies 29

IX. Appendix

A. Bloom's Taxonomy 42

B. An Overview of the Writing Process Itself. . . . 42

Tolstoy once said when someone complimented him on his writing that one might as well compliment him on his ability to waltz. He remarked that his talent was an innate gift; however, he found it necessary to rewrite War And Peace seven times.[1]

[1]Gender, Patricia; Harney, Linda K.; Lloyd, Dennis; Warner, Jack D., eds. They Really Taught Us How To Write. NCTE, 1974.

Definition of the Gifted Student

A GIFTED STUDENT...

- questions critically
- transfers learning to new situations
- learns rapidly and easily
- does some academic work one to two years in advance
- uses a large number of words easily and accurately
- shows curiosity and originality
- has wide range of interests
- is an avid reader
- has a power of abstraction, conceptualization, syntheses
- has a long attention span
- has more emotional stability
- has ability to visualize mentally
- sometimes comes up with unexpected, even "silly" answers
- is often asked by peers for ideas and suggestions
- is a good listener
- understands and accepts reasons for change
- anticipates outcomes
- is challenged by new ideas
- shows ability to plan, organize, execute, and judge
- uses trial and error method
- finds ways to extend his ideas
- is ingenious in knowing when, where, and how to seek help
- makes generalizations
- is perceptually open to his environment
- is sensitive to feelings of others or to situations
- sometimes dominates peers or situations
- is persistent
- has a high energy level

AND...DEPENDING ON HIS/HER TALENT, A GIFTED STUDENT...

fills extra time with artistic activities
uses art to express his own experiences and feelings
is interested in other people's art
shows originality
shows interest in dramatic activities
uses voice to reflect changes of idea and mood
communicates feelings by means of facial expression, gestures, movement
enjoys evoking emotional responses from listeners
shows unusual ability to dramatize feelings and experiences
shows enjoyment of musical activities
plays one or more musical instruments well
uses music to express his feelings and experiences
makes up original tunes
is athletic, co-ordinated, energetic
spends much time in physically oriented activities
is inventive in game construction
can organize other persons
can recognize and state the goals and objectives of a group
can perceive and articulate unstated feelings of a group
can play nonleadership roles within a group
can exercise responsibilities dependably
is independent
is friendly and out-going[1]

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[1]"Good Apple Workshops Present: Nancy Johnson." Carthage, Illinois: Good Apple Inc., 1977.

Writing and the Gifted

The man who follows the crowd will usually get no further than the crowd. The man who walks alone is likely to find himself in places no one has ever been before.

Creativity in living is not without its attendant difficulties for peculiarity breeds contempt. And the unfortunate thing about being ahead of your time is that when people finally realize you were right, they'll say it was obvious all along.

You have two choices in life: you can dissolve in the mainstream, or you can be distinct. To be distinct you must be different, you must strive to be what no one else but you can be.

Alan Ashley-Pitt, 1978

Who are the gifted and talented? Endless hours of discussion and argument elicit many and varied responses. Programming for the gifted and talented student requires the setting of guidelines, but with the setting of guidelines comes the exclusion of certain children and young people from such a program. We would like to offer this comment with regard to those not identified as the gifted and talented. "Even with the setting of standards, sight should not be lost upon the fact that humans are unique and constantly changing and that every child can be said to have potential talent of some degree and kind.[1]"

[1]Gold, M. J. Education of the Intellectually Gifted. New York: McGraw Hill, 1966.

Gifted and talented children and young adults emerge in many categories. They follow the crowd or seek divergent paths. They exhibit widespread levels of ability and potential in academics, art, music, leadership and psychomotor skills. They display creativity and talent. Their abilities, talents and potentials for accomplishment are outstanding, and they require special provisions to meet their educational needs.[2]

In all areas, teaching methods that place an emphasis on the student, give generous attention to the student, and show confidence in the student are the ones that seem most suited to the learning climate of gifted youth. In teaching the gifted, a mixture of eclecticism and pragmatism appear the most appropriate philosophy. Often it is assumed that the gifted possess an innate ability to write. It does not necessarily follow that gifted individuals are gifted writers. Certainly, the creative and divergent thinking, intellectual ability and vast potential of the gifted offers a base for the emergence of finely developed writing skills. Because the gifted have these abilities, the writing curriculum needs to supply every possibility to increase competency in areas of mental functioning. The most valuable resource in any classroom of the gifted is the teacher. "Good teaching does produce good writing."[3] The teacher's role in teaching the writing process fosters creativity and develops divergent thinking which leads the gifted to personal expression and communication through writing.

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[2]Johnson, Nancy. Good Apple Workshop held in LaCrosse, Wisconsin. June, 1979.

[3]Fadiman, Clifton and Howard, James. Empty Pages: A Search for Writing Competency in School and Society. Fearon Pitman Publishers, 1979.

Guidelines for Creating a Writing Program for Gifted Students

Based on the research (Robinson and Burrows, 1974) and beliefs of nationally known leaders in language arts, the twelve point platform of the National Conference on Research in English is an excellent base on which to build a writing program for gifted and talented students.

1. Oral language base. The correlation between written composition and oral language is high. A child's ability to use oral language may determine future success in writing. Oral language takes many forms: conversation, story telling, dramatics, pantomime, dictation. Tape recording the student's oral language may be significant help to the gifted writer. "One girl, for example, who was highly imaginative and verbal, complained that, no matter how quickly she wrote, she could not keep up with the ideas crowding before her and she often forgot the best ones before she could get them down."[1]

2. Environment. A stimulating environment which allows the gifted child to explore his interests both deeper and wider increases potential for selection of content. The unit method of teaching permits the teacher to capitalize on the child's interests and

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[1]Maker, C. June. "Training Teachers for the Gifted and Talented: A Teacher Comparison of Models." ED119453. Reston, VA: Council for Exceptional Children, Information Services and Publications, 1975.

to individualize the program. Graves found in informal environments children have more opportunity for choices to write, write more, and write longer products than when given definite assignments. Children wrote longer when writing about their own choice of topics or events.[2] William Bishop says, "A teacher should become a facilitator of the student's learning. He must provide an atmosphere where students can discover and explore. The students should be free to investigate and learn through inquiry. There should be frequent, active dialogue between teacher-student and student-student groups."[3]

3. Motivation. The universal urge to communicate is within every writer, yet the responsibility falls upon the teacher to provide the incentive. Individual writing conferences between teacher and child assist the child in the individual process of composing.

4. The contribution of children's literature. Children's literature furnishes oral and written models. It is a great resource which students can draw upon in their own composing.

5. Audience. The importance of audience cannot be overemphasized. The writer must be aware of her audience before she begins to write and she needs a variety of audiences. This serves to broaden writing style and widen the choice of topics.

6. Positive response. Nowhere is the value of positive response greater than with gifted children. Positive response to a student's writing from peers, teachers and other audiences is the strongest stimulus for further writing. Negative criticism should

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[2]Bishop, William E. Successful Teachers of Gifted High School Students, Worthington, Ohio: State of Ohio Department of Education.

[3]Tuttle, Frederic B. Gifted and Talented Students. Washington D.C.: National Education Association of the United States, 1978.

be avoided because of the rejection it implies. The time for correction is in the writing and editing stages of composition. This is always to be accomplished in the most positive way. Peer editing does much to foster positive attitudes toward the necessary step of re-writing.

7. Drafts. A "sloppy copy," perhaps many sloppy copies, are to be expected and encouraged. It is essential that the writer has ample opportunity to get his ideas on paper without having to worry about spelling and grammar. Those elements can be corrected later if the audience deems it appropriate.

8. Oral display. Many times written work can simply be shared orally. If it is to be read by the author, corrections need not be made. After sharing, the writer can just file the work in her personal writing folder.

9. Developmental irregularity. Development in writing does not follow a smooth curve. As with other forms of learning, writing produces spurts and stalls. A writer will not produce works of equal quality in all forms of writing and at all times. At times writing should not be "judged" at all, it is simply a means of self-expression or therapy. "In addition, there is evidence to suggest that the act of writing itself is a powerful assist to intellectual development - this regardless of the quality of the written product. We learn by writing and we learn to write by writing."[4]

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[4]Lundsteen, Sara W. ed. Help for the Teacher of Written Composition. New Directions in Research. Urbana, IL: National Conference on Research in English, ERIC, 1976.

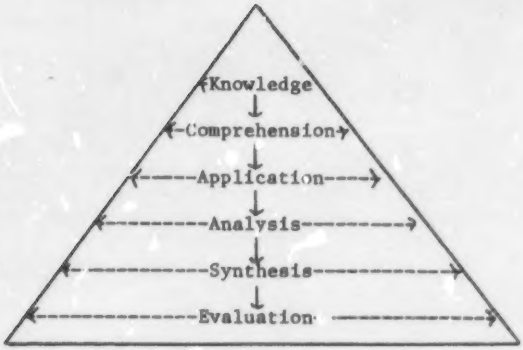
"Writing has got to be an act of discovery....I write to find out what I'm thinking about."
Edward Albee

Bloom's Taxonomy Applied to the Writing Process

Because we view the process of composing as part of the growth of the thought process, we believe a teacher of the gifted needs to be aware of Bloom's Taxonomy, Renzulli's Enrichment Triad or Guilford's Structure of the Intellect in order to guide the development of the higher level thinking (and writing) skills. Since many classroom teachers are familiar with Bloom's cognitive levels, we have used them as our basis for creating the activities - creative writing, language, autobiography, science, science fiction - which follow.

Bloom's first cognitive levels of knowledge, comprehension and application provide the basis for prewriting activities which help students discover a purpose, topic and and audience to write for. The tasks of writing and revision fit into the higher cognitive levels of analysis, synthesis and evaluation. Using Bloom's process verbs (e.g., define, identify, interpret, analyze, formulate, predict), assignments may be adapted for gifted students.

The diagram following represents the enhancement of divergent thinking as it increases at each of Bloom's cognitive levels, based on preceeding experience.



We recommend following this order when creating activities because of the progression, although a teacher may choose to conclude a series of activities prior to the last cognitive levels. It is our finding, however, that gifted and talented students are most challenged and motivated at the highest cognitive levels (synthesis and evaluation). We hope that our suggestions can serve as a model for teachers who wish to design writing activities that will challenge gifted students throughout the K - 12 curriculum.

Activities

1. "Chewing Gum"

Cognitive Level	Directions to Students
Knowledge	List all the brands and flavors of gum you know.
Comprehension	Chewing gum as we know it, will no longer be produced. Describe what other forms and flavors gum could take.
Application	Design a gum substitute product.
Analysis	Survey your classmates as to what flavor and color of gum will sell the best. Compile those results and display them

Synthesis	Design a new form of gum. Make up three different ways of letting people know about your new product.
Evaluation	Plan an advertising poster, TV or radio ad, slogan, etc. for your new gum. What will you need? What problems might you have?

(Adapted from Barbara Jacobson's presentation, ECA National Conference, 1978.)

2. "An Autobiographical Look"

Cognitive Level	Directions to Students
Knowledge	List the important events of your life.
Comprehension	Arrange the important events in chronological order on a time line.
	Design a family tree placing your ancestors and present family members on it. You may wish to include old pictures.
Application	Create a mythical family for yourself or someone else. (Mickey Mouse, Darth Vader, The Incredible Hulk, the Loch Ness Monster).
	Draw the "family tree.
	Schedule a typical day for this "family."
	Dramatize a familiar routine that characterizes this "family."
Analysis	Survey the members of your class to determine average family size. Display this information by designing a chart, graph, or diagram.
	Interview a member of your class about a typical day in his household. Compare and contrast his day with yours.
Synthesis	Organize a family you would like to be a part of. Include setting, number, occupation, time, and place you would choose to live.
	Construct a model of this family living in year 2000. Organize the information about your "ideal" family into an outline. From the outline, give an oral presentation (speech) to the class.

Remembering the qualities of an important person in your life, write a poem, short story, essay, etc., about that person. Tell how that person touched your life.

Evaluation

Assess how your position in your family has affected the events in your life.

Predict how your life would be different if you could be a member of a new family, a family of your choice.
(Examples: best friend's, fictional, historical, presidential, futuristic, etc.)

Pointing out the fallacies of stereotyping, develop a persuasive campaign using cartoons, stories, skits, slogans, media ads, etc. to convince others of the advantages in being a member of the opposite sex.

Poll the class for their ideas as to what characterizes a well functioning household unit. Rank order these characteristics based upon your feelings and values.

Choose a family ancestor 2 or 3 generations back. Research to find out about life at that time. Recreate a typical day for that person. What were problems of the day? What inventions were being developed? Write an essay comparing their life to yours.

Other ideas to extend the unit on autobiography.

1.) Review Jane Goodall's study of chimpanzees.

2.) Study life cycles of dandelion, pigeon, human, frog.

3.) Write about the study of life cycles; aging.

4.) Describe the evolution of of Australopithicus, Homo erectus, Homo sapiens.

5.) Create an artifact inventory of life in your community.

6.) Brainstorm representative items from now to be buried in a time capsule.

7.) Compare how an environment and/or heredity affect people (can use Margaret Mead's studies).

8.) Art was as important as food, clothing, shelter to early cultures. Discover its influence on the lives of people of earlier cultures.

3. Language Development

Cognitive Level	Directions to Students
Knowledge	List five new words from the dictionary. Define each new word.
	Decree a "Silence is Golden" Day. Communication will be achieved through any means other than speaking.
Comprehension	Locate pictures that represent your new vocabulary words. Develop a dictionary around them.
	Locate a sign language manual. Choose five signs and teach them to a friend. Learn five signs from someone else. You will then be able to recognize and use ten signs for the deaf.
Application	Create a series of symbols to represent the words of familiar slogans, titles and expressions. (examples: rebus, idioms, word association). Make copies available for your classmates.
	Demonstrate understanding of your new vocabulary words by using them in meaningful sentences. Write these sentences on a class graffiti board.
	List and dramatize common gestures we use every day without thinking of them as signs. (examples: come here, good-bye, I don't know, yes, no).
	Using your list of gestures, assign a nonsense word to represent each sign. You have just developed your own written language.
Analysis	After you are familiar with the words on the class graffiti board, attempt to solve the series of symbols representing common slogans and expressions created by your classmates.
	Find a copy of Shakespeare's or Chaucer's writing. Choose ten Old English words no longer used in our language. Relate the

meanings of these words to words used in your everyday language.

Synthesis

Use 20 of your new vocabulary words in a short story.

Select a paragraph from Shakespeare or Chaucer which has many Old English words. Rewrite the selection, keeping the meaning and content the same, using present day vernacular.

From your list of gestures, develop a complete idea or request. Convey that message through gesturing. Using your created language, express that same idea on paper. Share it with the class.

Evaluation

In your opinion, what brought about changes in our English usage, written and spoken, from the Old English format?

Predict as many problems as you can foresee when people communicate by gestures or words that change their meaning (for example, other cultures, slang). How might these problems be solved?

Activities that extend the topic.

1.) Make a list of foreign words used every day in our language.

2.) Explain the roots of 5 common words in our language.

4. Science

Cognitive Level	Directions to Students
Knowledge	As an environmental scientist, collect data about your community. Record the environmental problems observed in your community.
Comprehension	On a map of your city, chart specific environmental problem areas. Color code the information according to the degree of seriousness and/or nature of the problem.
Application	Discover and prepare a list of procedures for solving some of your city's environmental problems.
Analysis	Analyze and relate the problems that have been created on Earth due to over-population, industry and misuse of natural resources in your community. Diagram a model city free from environmental problems found on Earth.
Synthesis	Construct a museum housing artifacts destroyed through environmental problems on planet Earth.
Evaluation	Appraise through a critical essay the chances for recovery in your community from environmental pollution. Justify through a video tape reasons for halting environmental pollution in your community.

5. Science Fiction

Cognitive Level	Directions to Students
Knowledge	Choose a planet in our solar system. Go to the library and gather facts and information about this planet.
Comprehension	Explain the physical and geographical appearance of the planet you selected. Draw a map of the planet. Gather information, articles and pictures on space exploration (UFO's, NASA, space movies, space ships, astronauts, etc.) Combine this material into a space-study scrapbook.

Application	As a tour guide for your planet, schedule a day of activities for "Trade-Wind Tours."
	NASA has commissioned you to develop a complete survival kit for life on your planet. What would you include in the kit?
Analysis	Create a down-to-earth solution or invention to correct an environmental problem on your planet. Who might be interested in purchasing your patent or solution?
Synthesis	Consider the special features of your planet. Design a comfortable and efficient means of travel.
	Design a travel brochure highlighting the main attractions and sights of your planet.
	Propose a list of necessary characteristics and qualifications of people allowed to colonize your planet (be sure a wide range of occupational personnel is included--doctors, teachers, scientists, etc).
Evaluation	Rank order the professional staff of your planet from indispensable to nonessential.
	Using your travel brochure, select the most unique attractions on your planet--man-made or natural (Plans from the constructed city may be included). Design travel posters displaying these features.

Activities to add and extend this unit.

1.) Organize a discussion on unexplained phenomena.

2.) Interview someone from another planet.

3.) Make a science film.

4.) Judge realism/credibility in science fiction films.

5.) Imagine a war between planets. Justify the cause fought and the treatment of prisoners.

6.) Examine satire in the science fiction writing of E. B. White and Kurt Vonnegut. Write your own satire modeled after one of theirs.

7.) Eratosthenes, a Greek geographer, was surprisingly accurate about measuring the earth's circumference. Study this man.

8.) Make a study of how climate and plant life affect each other.

9.) People must consider the effects of our actions on population, economic growth, energy, food, raw materials, pollution, space exploration, thermonuclear war, education, health, etc. Explore futuristic thinking in these areas. Use local politicians, inventors, industrial leaders, scientists, musicians, directors, authors and editors as sources.

Note: If the program for gifted and talented in your district is based on Renzulli's Enrichment Triad Model, General Exploratory Activities could include a visit with a local writer or poet who could discuss the ways she uses the writing process. It could include a trip to a newspaper to learn about editing or newswriting. These Type I activities are exploratory and designed to put the student in touch with a variety of experiences. Group Training Activities, which Renzulli classifies as Type II, are generally pre-writing activities. They include brain-storming and learning how to think. Individual and Small Group Investigation of Real Problems are Type III activities, which require that the student use all of the methodologies acquired in Type I activities with all of the processes acquired in Type II activities to produce a written product, a newsletter, guidebook, etc. When one applies the Enrichment Triad Model to writing, the importance of audience is immediately apparent.

Assessing Growth in the Gifted Student's Writing

A way to assess the writing of the gifted student is to examine the thought processes and growth revealed through examples of that writing. This assessment offers the teacher and student writer an opportunity to set goals for evaluating future writing based on some guidelines. A suggested sequence of questions follows for setting goals and assessing those goals for the student writer, K - 12. Grade levels have not been attached to this list because the gifted student should progress beyond traditional grade level expectations.

Does the student's writing reveal an ability to:

K

1.) plan writing for a specific audience - the audience may be the child alone (personal writing), the rest of the class or the community (public writing)?

2.) select a form to match the purpose for writing(see p. 22)?

3.) organize ideas (with guidance)?

4.) sequence events (with guidance)?

5.) organize ideas independently?

6.) sequence events independently?

7.) plan writing that reflects an ability to see things from another person's point of view (with guidance)?

8.) draw generalizations together in paragraph form?

9.) compare and contrast ideas in writing (with guidance)?

10.) recognize connections between units of information based on common variables?

11.) organize items of information; complexes of interrelated or interacting parts?

12.) redefine and modify information?

13.) plan writing that reflects an ability to see things from another person's viewpoint (independently)?

14.) compare and contrast ideas in writing (independently)?

15.) extrapolate information in the form of expectancies, predictions and consequences?

12

23

Purposes for Writing

> ...it could be said that language is like a windowpane, I may throw bricks at it to vent my feelings about something; I may use a chunk of it to chase away an intruder; and I may use a stained-glass window to call attention to itself as an object of beauty. Windows, like language, can be used expressively, persuasively, referentially, and aesthetically.
>
> James Kinneavy

Most of the programs for the gifted described in the literature we reviewed focused on "creative writing." We believe that fostering creativity is essential, but agree with Kinneavy that equal attention needs to be given to developing the gifted student's ability to write for expressive, referential, literary and persuasive purposes.[1]

Forms should include:

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[1] Kinneavy, James. "The Basic Aims of Discourse," College Composition and Communication, December, 1969, p. 304.

POSSIBLE WRITING FORMS FOR GIFTED STUDENTS

EXPRESSIVE
Examples:

Of Individual
- Conversations
- Journals
- Diaries
- Gripe Sessions
- Prayers
- Graffiti
- Autobiographies
- Letters

Of Social
- Minority protests
- Manifestoes
- Declarations of independence
- Contracts
- Constitutions of clubs
- Myths
- Utopia plans
- Religious credos
- Human interest stories
- Epitaphs
- Letters

REFERENTIAL
Examples:

Exploratory
- Dialogues
- Seminars
- A tentative definition of...
- Proposing a solution to problems
- Diagnosis

Scientific
- Proving a point by arguing from accepted premises
- Proving a point by generalizing from particulars
- A combination of both
- Critiques

Informative
- News articles
- Telegrams
- Reports
- Summaries
- Non-technical encyclopedia articles
- Textbooks
- Obituary lists
- Directions
- Horoscopes
- Resumes
- Job specifications
- Captions
- Public notices

LITERARY
Examples:

- Short Story
- Lyric
- Short Narrative
- Limerick
- Ballad, Folk Song
- Drama
- TV Show/Script
- Movie
- Joke
- Poetry
- Parody
- Fable
- Legend

PERSUASIVE
Examples:

- Advertising
- Political Speeches
- Religious sermons
- Legal oratory
- Editorials
- Posters
- Speeches
- Letters
- Pamphlets
- Record covers
- Bumper Stickers

Essay Writing for Gifted and Talented Students

Small seminar groups balanced with individualized study give gifted and talented students at the intermediate, middle and high school levels an opportunity to research ideas and develop them in essay form. In addition to literary forms, exposure to the formal essay, personal essay, critical essay, and research article helps students expand their thinking skills, since each form addresses a different audience, has different purposes and places the reader and writer at varied distances.

Formal Essay

A formal essay results from an event or concern that a writer wishes to make known to the public. The public could be peers, neighbors, citizens of a town or citizens of the nation. An attempt is made to educate and enlighten the audience. A formal essay is...

- written with serious purpose to prompt audience attention.
- written stressing fact or theory; the writer's reasoning is based on pertinent and documented information.
- ideas written in an order which flows from phrase to phrase.
- written for an audience that is not treated as a confidant; written for public debate or perusal.
- written in a tone that reflects a sober, calm writer who presents facts and avoids personal, emotional, argumentative or colorful language.

These issues might guide a writing activity which could result in a formal essay:

wellness programs--their success
infringements on personal freedoms
nuclear power
pollution
women's liberation
men's liberation
discrimination
plight of the Native Americans
plight of the elderly
death
role of higher education in getting a job

Personal Essay

The personal essay discloses personal opinion on a subject in some way pertinent to humankind's lives. A personal essay is...

written in the first person, often revealing something of the writer.

written with humor and/or wit, occasionally laughing at self.

written in a style that reveals the writer; not precise but rather loose, letting the personality of the writer come through.

about a subject most likely beyond conventional understanding - something along the lines of the chicken or the egg coming first.

a piece written in a literate matter.

long, but not voluminous.

Writers such as Erma Bombeck, John Ciardi, James Thurber, Shelia Graham and Andy Rooney write articles on everyday happenings with tongue-in-cheek style. These writers could be used as models.

Suggested topics for personal essays:

short moral lessons from personal foibles
revelation about country life
humorous treatment of free time activities
living with seven siblings
view growing up as child, then reverse and view as parent
wife returns to school, husband assumes household chores

Critical Essay

The critical essay is similar to the formal essay. Critical essays generally deal with subjects of serious note. The essay might criticize, praise, correct, discourage and/or encourage. This essay instructs in an entertaining way. Critical essays provide certain means for presenting the material. Generally combinations of these are found in the critical essay instead of all of them...

explanation before criticism.

analyzation--investigating the makeup of a work, event or strange occurences.

advertisement--critical essay may be cloaked as an explanation when in fact it is actually promoting the subject.

interpretation of subject that might not be clear on the surface.

evaluation--providing assessment of value or utility of a subject.

personal opinion--usually used when person has first hand knowledge/experience with subject.

Generally the critical essay is built on morality, history, aethetic, social and personal issues. These essays appear in written form as editorials, reviews and journal articles.

Suggested topics for the critical essay:

critiques of new products
waste dumping sites
novels
plays
art forms
architecture
critical review advertising benefits of day care
rapid transit
food stamp programs
overcrowding of prisons
reviews of films
welfare
acid rain
childrens' rights
ERA
greenhouse effect

effects of hard and soft technologies
effects of commercials on young children
food additives
what has conservation done to preserve endangered species.

Research Article

The fourth essay form is the research article. This piece of writing demands time and extensive research to preserve knowledge. The basic characteristics listed below offer a guide to development of a research article...

emphasis on testing, can facts be proven.

inquiry to solve or not solve, prove or disprove a hypothesis.

subject focuses on some topic of special interest.

written with objectivity.

scope of article narrow.

writing takes an informative position.

highly-structured format.

written in a plain style-voiceless.

documented through footnotes and bibliography.

Research articles can take the form of lab reports, chapters, scholarly papers, monographs, statistical outlines, historical perspectives, archeological search and research.

Possible topics for research articles include:

skin
muscles
heart
ancestors
Australopithicus Africanus
Homo Erectus
smoking
history of money
monsters
aerodynamics of a frisbee
old home remedies and herbal cures
struggle for human rights
communication without words
tropia
senile macular degeneration

Another approach to writing reports and limited research papers requires the use of study skills in gathering information to answer posed questions. The sources as well as the information appear in the finished product.

Questions to get you started:

1. A student in your class brought a xyster to class. What use is a xyster?

2. You are a member of the Nootka Indian Tribe. What is your specialty?

3. Benjamin Banneker often is compared to Ben Franklin. Write a study on why this comparison was made.

4. Your teacher has invited an eremite to speak to the class. Write a two paragraph essay on what you would learn.

5. It is said garbage reflects and gives a perspective on a society. Examine your family's garbage and write an essay on discoveries you made.

6. You and a friend are going camping and you know that your friend is allergic to bee stings and has a serious reaction when bitten. What kinds of first aid materials should you bring along just in case your friend is bitten? Write a short research essay.[1]

7. Suppose you have a ringing, buzzing, or hissing in your ear. What medical problem could be causing it?[2]

8. Are there laws about the use of sprays for crops or for mosquito control in your community?

9. What are your community's billboard advertising practices? Can they be improved?

10. You saw a farmer using a dowser. Find out why and the history of dowsing.

11. You're visiting Iranian friends for dinner. They served Mast Vakhiar. What's in it? Do you like it?

[1,2]Smith, Richard, and Barret, Thomas. Teaching Reading in the Middle Grades.

12. Your friend visited Luxembourg and while there played a game called Zabott. Explain how to play Zabott.

13. Read about Galileo Galilei.

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For Teachers of Gifted

California Dept. of Education. Literature: Curriculum Guide for Teaching Gifted Children Literature in Grades One Through Three. Sacramento, California: The Department, 1978.

This guide presents a 10 lesson sequence for teaching literary and interpretive skills. The aim is to teach skills on a higher intellectual plane than merely comprehension, speed and accuracy.

California Dept. of Education. Teaching Gifted Students Literature and Language in Grades Nine Through Twelve. Sacramento, California: The Department, 1978.

This little booklet presents course outlines and suggested teaching approaches for gifted high school students.

Callahan, Carolyn M. Developing Creativity in the Gifted and Talented. Reston, Virginia: Council for Exceptional Children, 1978.

This very informative and practical book summarizes research and theory on the nature of creativity. It offers advice on identifying creative children, and then, in the longest section, presents specific approaches to the stimulation and development of the creative thinking process. The information on program evaluation, resources and products, and further references make this a complete guide for the teacher interested in implementing a program.

Durr, William K. The Gifted Student. New York: Oxford University Press, 1964.

This book covers definition, identification, programming, ability grouping, motivation, guidance, creativity and administrative issues in addition to describing recommended enrichment activities in four subject areas.

Feldhusen, John F. and Treffinger, Donald J. Teaching Creative Thinking and Problem Solving. Dubuque, Iowa: Kendall/Hunt, 1977.

The authors state that the purpose of this book is to "help teachers learn about promising materials, methods, and techniques for teaching creative thinking and problem solving." The chapters on methods and techniques are fairly general, giving suggestions on questioning, critical thinking, and other processes. The last 94 pages are devoted to reviews of instructional materials which the authors judge to be useful for teaching creativity or problem solving.

Gallagher, James J. Teaching the Gifted Child. 2nd edition. Boston, Massachusetts: Allyn and Bacon, 1975.

In this revision of his basic text on gifted education, Gallagher covers definition and identification, program (including specific curricular adaptations), administration, problem-solving, creativity and special problem areas. This is worthwhile introductory reading.

George, William; Solano, Cecilia; Stanley, Julian, eds. The Gifted and the Creative: A Fifty-Year Perspective. Baltimore, Maryland: John Hopkins University Press, 1977.

This book brings together essays on the history of the gifted child movement, reports of longitudinal studies, and discussions of the three major approaches to creativity.

Gowan, John Curtis and others. Educating the Ablest: A Book of Readings on the Education of Gifted Children. 2nd edition. Itasca, Illinois: Peacock Publishers, 1979.

This updated collection includes articles from Gifted Child Quarterly by current leaders in the field.

Greenes, Carole and others. Successful Problem Solving Techniques. Palo Alto, California: Creative Publications, 1977.

This handbook defines the skills required for problem solving and presents ways to teach those skills and techniques. Included are a checklist to help problem solvers organize their work, and sample problems illustrating the skills and techniques. A very practical book.

Hopkins, Lee Bennett and Shapiro, Annette Frank. Creative Activities for the Gifted Child. Belmont, California: Fearon, 1969.

The 100+ brief, clever ideas in this booklet are enrichment suggestions for use in the classroom, in the school, and in the community.

Kaplan, Sandra N. Providing Programs for the Gifted and Talented: A Handbook. Ventura, California: Office of the Ventura County Superintendent of School, 1974.

This guide for program planners includes advice on initiating a program, sample program prototypes, curriculum guidelines, and other practical information.

Lawless, Ruth F. A Guide for Educating a Gifted Child in Your Classroom. Buffalo, New York: D.O.K. Publishers, 1976.

This book presents brief, simple, practical information on common problems and solutions of regular classroom teachers who are dealing with the gifted.

Lee, James L. and Pulvino, Charles J. Educating the Forgotten Half: Structured Activities for Learning. Dubuque, Iowa: Kendall/Hunt, 1978.

The exercises in this book are designed to use the right half of the brain. They are grouped under the categories of visualization, concentration, memory, creativity and personal well-being.

Martinson, Ruth A. A Guide Toward Better Teaching for the Gifted. Ventura, California: Ventura County Superintendent of Schools, 1976.

This booklet is intended for inservice use or individual study. The author's aim is to assist teachers in recognizing and developing behaviors that will improve their effectiveness in teaching the gifted. A rating scale of significant teacher behaviors is included. There are also case studies of gifted students and guidelines for curriculum development.

Parnes, Sidney J. Creativity: Unlocking Human Potential. Buffalo, New York: D.O.K. Publishers, 1972.

This little booklet contains three essays which explain the theoretical basis of creativity development and clarify the whats and whys of the programs which Parnes has fostered. For applications, see the next entry.

Witty, Paul A., ed. Reading for the Gifted and the Creative Student. Newark, Delaware: International Reading Association, 1971.

This is a guide both to the identification of gifted and creative pupils and to appropriate instruction, guidance and experience in reading for such pupils. The roles of parents and teachers are suggested, and model reading programs are described. Each chapter is well-referenced and could provide a guide to further reading.

Renzulli, Joseph S. The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented. Wethersfield, Connecticut: Creative Learning Press, 1977.

Renzulli proposes a rationale and model for gifted education in which the stress is on "qualitatively different" learning experiences, rather than the grab bag of games, puzzles, etc. that he feels too often typify programs for the gifted. He proposes three types of enrichment activities: I. General Exploratory, II. Group Training, and III. Individual and Small Group Investigations of Real Problems. He particularly expouses the third approach and presents suggestions for the development of such activities.

Simple Gifts: Book of Readings and Study Guide. Madison, Wisconsin: University of Wisconsin-Extension, 1978.

These books were prepared for a U.W. - Extension television course on the education of the gifted, talented and creative. The study guide gives a course outline and assignments; the book of readings provides 18 articles.

Taylor, Calvin W., ed. Creativity: Progress and Potential. New York: McGraw-Hill, 1964.

This volume summarizes knowledge about creativity and indicates research needs. One chapter focuses on education and creativity.

Torrance, E. Paul. Creativity in the Classroom. Washington, D. C.: National Education Association, 1977.

Torrance's contribution to the NEA's "What Research Says to the Teacher" series provides a summary of research on creative abilities. This small booklet gives a good introduction to the topic.

_____. Encouraging Creativity in the Classroom. Dubuque, Iowa: Brown, 1970.

Torrance spells out ways to respond to and build creativity. He stresses the fundamentals of teacher response and encouragement. Goals and activities are described.

Tuttle, Frederick B. Gifted and Talented Students. Washington, D. C.: National Education Association, 1978.

A small booklet in the "What Research Says to the Teacher" series, this one draws from the 85 references listed at the end to summarize information about characteristics, identification, program and issues.

Wayman, Joe. The Gifted and Talented. Englewood, Colorado: Educational Consulting Associates, n.d.

The materials in this handbook were prepared for instructional use in E. C. A. seminars. The readings include identification procedures and many techniques for stimulating creativity.

Woodliffe, Helen M. Teaching Gifted Learners: A Handbook for Teachers. Toronto, Ontario: Ontario Institute for Studies in Education, 1977.

A very readable, practical handbook, this one includes answers to those who oppose gifted education, information on identification and program organization, and plenty of program strategies with illustrative examples.

The World of the Gifted Kindergarten through 6th Grade. Toledo, Ohio: Toledo Public Schools, n.d.

This manual includes a teacher checklist for identifying the gifted and suggested activities in the areas of logic, literature, and independent investigations.

Williams, Frank E. Classroom Ideas for Encouraging Thinking and Feeling. Buffalo, New York: D.O.K. Publishers, 1970.

The activities in this book are intended to pose problems and create situations in which particular processes of inquiry, discovery, and creative problem solving will be exercised. Williams described 18 teacher strategies and 8 pupil behaviors, and indexes the ideas by these as well as by subject area. A great resource book requiring no additional materials.

(Prepared by: Maryfaith Fox, Education Reference Librarian, Madison Metropolitan School District.)

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BOOKS FOR USE WITH GIFTED KIDS

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41

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Council for Exceptional Children, Jefferson Plaza Suite 900, 1411 South Jefferson Davis Highway, Arlington, Virginia.

G/C/T, (Gifted, Creative, Talented Child), Box 66654, Mobile, Alabama 36606.

Gifted Child Quarterly, N. A. G. C., 217 Gregory Drive, Hot Springs, Arkansas 71901.

Exceptional Children, Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

ITYB, (Intellectually Talented Youth Bulletin), Johns Hopkins University, Baltimore, Maryland 21233. $6.00.

N/S - LTI - G/T Bulletin, (National/State - Leadership Training Institute for Gifted and Talented), Ventura County Superintendent of Schools, 535 East Main, Ventura, California 93009. $13.00.

W. C. G. T. Newsletter, Wisconsin Council for the Gifted and Talented, 3621 W. Allerton Avenue, Greenfield, Wisconsin 53221. $10.00, (comes with membership).

Will provide listings of: Official Chartered Chapters, Local Group Coordinators (name, address, phone numbers), Title IV Projects, Gifted and Talented Programs, Conferences.

Magazines for Kids

Chickadee, The Young Naturalist Foundation, 59 Front St. E., Toronto, Canada, M5E1B3.

Cricket, Open Court Publishers, 1058 Eighth St., LaSalle, Illinois, 61301.

Curious Naturalist, Massachusetts Audubon Society, Lincoln, Massachusetts 01773.

Earthbeats,
Sea Grant College, University of Wisconsin - Madison, 610 Walnut Street, Madison, Wisconsin 53706.

Games, P. O. Box 10145, Des Moines, Iowa 50340.

Odyssey, Astro Media Corporation, 411 E. Mason St., P. O. Box 92788, Milwaukee, Wisconsin 53202.

Writer's Digest, (secondary), 9933 Alliance Road, Cincinnati, Ohio 45242.

Programs, Projects, Resource People

American Association for Gifted Children, 15 Gramercy Park, New York, New York 10003.

Association for the Gifted, 1920 Associate Drive, Reston, Virginia 20091. (Same address serves CEC - Council for Exceptional Children).

Gifted Child Society, Inc., 59 Glen Gray Road, Oakland, New Jersey 07436.

Mensa, 1701 West 3rd, Brooklyn, New York, New York 11201. (Wisconsin brauch: 2240 North Street, Milwaukee, Wisconsin 53205).

National Foundation for Gifted & Creative Children, 395 Diamond Hill Road, Warwick, Rhode Island 02886.

National/State Leadership Training Institute on Gifted and Talented, (n/s - LTI - GT), 316 West 2nd Street, PH-C, Los Angeles, California 90012.

Office of the Gifted and Talented, Donohue Building, Room 3835, 400 - 6th Street S. W., Washington, D. C. 20202,

Writing Project for Gifted Writers, Grades 7-9, (in development) Whitefish Bay Public Schools, 1200 East Fairmount Avenue Milwaukee, Wisconsin 53217. (414) 332-9430 Contact Person: Deanna Gutschow.

Your State and Federal Senators and Representatives!! Ask for their help.

Appendix A

Bloom's Taxonomy

PROCESS VERBS USED FOR STATING LEARNING OBJECTIVES ACCORDING TO BLOOM

1. KNOWLEDGE (The student recalls or recognizes information)

define	repeat	list	memorize	name
label	record	recall	relate	

---

2. COMPREHENSION (The student changes information into a different symbolic form of language)

restate	describe	explain	identify	report
discuss	recognize	express	locate	review

---

3. APPLICATION (The student solves a problem using the knowledge and appropriate generalizations)

translate	apply	employ	practice	demonstrate
interpret	operate	schedule	illustrate	dramatize

---

4. ANALYSIS (The student separates information into component parts)

distinguish	debate	question	solve	differentiate
compare	diagram	inventory	contract	experiment
test	analyze	criticize	relate	calculate

---

5. SYNTHESIS (The student solves a problem by putting information together that requires original, creative thinking)

compose	propose	formulate	assemble	construct
design	arrange	collect	organize	prepare

---

6. EVALUATION (The student makes qualitative and quantitative judgments according to set standards.)

judge	compare	choose	estimate	evaluate
score	predict	rate	value	assess
select	measure			

Appendix B

An Overview of the Writing Process

"Writing to me is a voyage, an odyssey, a discovery, because I am never certain of precisely what I will find."[1]

Gabriel Fielding

Writing is a complex process which is given meaning through self-discovery and use of language, experience and thought.

Writing is...thinking
...discovering
...expressing.

The writing process offers the writer a journey into the self to lay out thought for scrutiny, reflection and rearrangement. This journey provides an excellent way to develop thinking toward higher levels of cognition--knowledge, comprehension, application, analysis, synthesis and evaluation. This process of writing includes observation, interpretation, exploration, contemplation, composing, organizing, revising and editing. A good writer first explores thoughts and feelings about a subject to discover what to say and then communicates those ideas effectively for a particular purpose.[2]

For writing to be successful at any level, for any subject or in any classroom an atmosphere in which students enjoy their writing experience is essential. By sharing thoughts, fears, experiences and knowledge, ideas blossom. The birth of these ideas involves a very definite process of invention, writing, and editing. The writing process can be viewed as an inverted triangle, suggesting the time the teacher should spend on the development of the various writing stages. These stages of the composition process are

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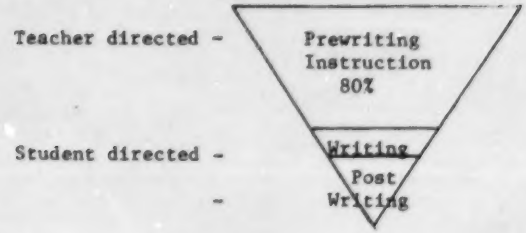
[1]Cooper, Charles and Odell, Lee. Research on Composing: Points of Departure. NCTE. 1978.

[2]Cooper, Odell. Research on Composing. P. 13-28.

essential for all writers.



How then does the writing start? It arises from oral language, which includes talking, listening, reading, sharing ideas, imitating, creating and researching. It starts with the teacher as facilitator of excitement and ideas. It begins in a safe environment which encourages expression and acknowledges fears. This beginning stage is called prewriting or prevision[3]. It is a time and place for observing, developing and sorting ideas. It is a narrowing process to illuminate what to write about, for what purpose for whom and what to say. It is a time of choice and guidance. This stage is critical for the development of writing skills. This stage requires the greatest amount of time and emphasis. For if the preparation is complete, the writing stage will proceed with solid momentum.

The second stage of the writing process focuses on the composing or drafting of ideas generated in the prewriting stage. It is a time to put pen to paper and begin the actual writing. During this composing stage ideas developed in the prewriting stage begin to take shape. Concern for the audience guides the choice of language.

The final stage of the writing process includes critical review

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[3]Davis, Dr. James A. Learning to Write - A Position Paper - Some Elaborations. Grant Wood Area Education Agency, Cedar Rapids Community Schools, Cedar Rapids, Iowa, 1979.

of the writing by evaluating, editing and proofreading. The draft is reread to determine if the language and form meet the purpose of the piece and are appropriate for the audience.

In summary, writing is a process with a purpose leading to communication of ideas to an audience. Writing requires preparation and practice. Long before the actual writing happens a prewriting stage helps the writer discover possibilities for writing through experiencing the world, choosing a form, addressing an audience and gathering ideas, perceptions and abstractions. The stage of prewriting requires the bulk of time spent on writing. The writing down of ideas follows the prewriting stage. Finally, the postwriting stage involves critical review and polishing. Writing communicates ideas to an audience. Writing belongs in the kindergarten through the twelfth grade to college and beyond. The process and the composing are important at every level.[4]

STAGES OF THE COMPOSITION PROCESS[5,6,7]

Prewriting

1. Experiencing

   Our response to someone or something leading to a desire to communicate, e.g., wanting to write a letter to the editor after reading and editorial with which one disagrees.

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[4]Cooper and Odell. Research on Composing: Points of Departure. Urbana, Illinois: NCTE, 1978, p.88.

[5]Koch, Carl and Brazil, James M. Strategies for Teaching the Composition Process. Urbana, Illinois: NCTE, 1978.

[6]Ibid. pp. 25-27.

[7]Smelstor, Marjorie, ed. A Guide to the Writing Process from Prewriting to Editing. Wisconsin Writing Project, 1978.

2. Discovering

   Identifying a topic and an audience. (Often what moves one to write is the audience.)

3. Making Formal Choices

   Selecting a form for the essay--narrative, opinion, description, etc.--and a form of organization. Bringing order to chaos.

Writing

4. Forming

   Arranging essay materials in line with choices in step three, e.g., in a narrative, writing in chronological order; or, in an opinion essay, writing a clear thesis statement to begin the essay.

5. Making Language Choices

   Selecting language appropriate to one's purpose and audience, e.g., deciding between formal and informal wording, selecting adjectives, working out the voice, the way writers hear what they have to say; their point of view.

6. Languaging

   The process of carrying out the language choices, e.g., if one is writing a formal analysis, using language that is factual and exact, changing and moving words, etc.

Postwriting

7. Criticizing

   Evaluation of the essay to determine if it reflects the choices made earlier in the composition process, e.g., Does my opinion essay have a clear thesis statement? Did I describe my examples well enough? Will my audience understand the words I use?

8. Proofreading

   How does the essay meet the external standards of one's audience: form, punctuation, neatness, spelling, etc.?

9. External Revision

   Polishing

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The Wisconsin Writing Project is an effort by school teachers, college faculty, and curriculum specialists to improve the teaching of writing at all levels of education. The Project is funded by the University of Wisconsin-Madison, the University of Wisconsin Extension, the Wisconsin Improvement Program, and the National Endowment for the Humanities (through the University of California, Berkeley). The views expressed in this guide do not necessarily represent the views of the above named organizations.

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